

GRADE

7



K-PREP

Kentucky Performance Rating For Educational Progress



READING SAMPLE ITEMS

Spring 2013

The following are the general guides that will be used to evaluate your responses to short-answer and extended-response questions in this test.

Kentucky Short-Answer Questions General Scoring Guide

Score Point 2

- You complete all components of the question and communicate ideas clearly.
- You demonstrate an understanding of the concepts and/or processes.
- You provide a correct answer using an accurate explanation as support.

Score Point 1

- You provide a partially correct answer to the question and/or address only a portion of the question.
- You demonstrate a partial understanding of the concepts and/or processes.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

Kentucky Extended-Response Questions

General Scoring Guide

Score Point 4

- You complete all important components of the question and communicate ideas clearly.
- You demonstrate in-depth understanding of the relevant concepts and/or processes.
- Where appropriate, you choose more efficient and/or sophisticated processes.
- Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).

Score Point 3

- You complete most important components of the question and communicate clearly.
- You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.

Score Point 2

- You complete some important components of the question and communicate those components clearly.
- You demonstrate that there are gaps in your conceptual understanding.

Score Point 1

- You show minimal understanding of the question.
- You address only a small portion of the question.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

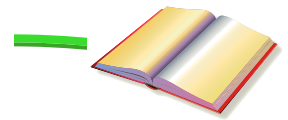
Read this poem about the Kentucky farmer who invented a workable wireless telephone—the first step toward the cell phone—more than a hundred years ago. Then answer the questions that follow.

A Call Answered Too Soon



A tinkerer at heart,
creating what his mind imagined
Nathan Stubblefield answered the call:
the call to greatness—
5 wireless telephony.

Growing melons the size of dreams
on a farm in Murray, Kentucky,
reading and conducting
backyard experiments,
10 he knew a secret or two
a better way of transporting sound.
But with a family to feed
and acres of land to cover with melon seeds,
why did he answer this call?



15 “Because the world needs a wireless telephone,”
a voice inside seemed to say.

Sacrifice he would, feeding his family more melons—
melon pie, melon sandwiches, melon steaks—
making donations of his precious
20 little time and money
to the needs of future generations.
Why not a philanthropist be?
Then again,
great inventions tend to end
25 in fame and fortune
commanding the respect of all civilization.
So, more seriously—why not?

Neither woods nor mortar
could stop his message.
30 Rods in the ground, properly placed
provided the power he needed—
the earth, his battery,
carried his voice to his son a quarter mile away.

He answered the impatient call;
35 a flurry of failures led to success.
His attempts united in a phone without wires.
His voice traveled clearly
without wires or *deception*,
but sadly, his phone went nowhere . . .

40 Perhaps poor Nathan Stubblefield
answered the call to greatness
too soon,
perhaps before the phone even rang—
understanding more about electricity than people,
45 knowing more about batteries than business,
seeking no patent for this.
Without fortune or fame
or even a “Thanks,”
the genius farmer retired from people,
50 from hope, from life.



Oh, he received some compensation,
but it came too late:
a monument erected in his honor
in Murray, Kentucky;

55 a few sad biographies posted
on the World Wide Web.

A handful of decades after the fateful call,
Stubblefield's idea made more sense.
His idea was grabbed and expanded.

60 Only much later did we understand
the cell phone concept was part of
Stubblefield's everyday thought.

The poor man lost his farm, his dignity,
and he earned only the wrath of his family,

65 all for a call answered
a little too soon.



1

Which theme does the title “A Call Answered Too Soon” imply?

- A** Nathan Stubblefield achieved success early.
- B** Nathan Stubblefield was ahead of his time.
- C** Nathan Stubblefield triumphed over fate.
- D** Nathan Stubblefield was a fast learner.

2

Which lines from the poem give readers the best sense of Stubblefield’s financial situation?

- A** “A tinkerer at heart, creating what his mind imagined”
- B** “Growing melons the size of dreams on a farm in Murray, Kentucky,”
- C** “Sacrifice he would, feeding his family more melons—melon pie, melon sandwiches, melon steaks—”
- D** “He answered the impatient call; a flurry of failures led to success.”

3

Which word is a synonym for *deception* in line 38?

- A** Trickery
- B** Attention
- C** Interference
- D** Compatibility

4

Which words from the poem offer the best context for compensation in line 51?

- A** “melons the size of dreams”
- B** “a voice inside seemed to say”
- C** “call to greatness”
- D** “a few sad biographies posted”

Literature can bring history to life, but sometimes authors avoid details that might complicate the story. Read this historic account of the life of the inventor profiled in “A Call Answered Too Soon,” then answer the questions that follow.

Extreme Genius

- 1 While Nathan Stubblefield is sometimes described as an unrecognized genius, the historical record paints a spottier portrait of the Murray, Kentucky native. Haunted by paranoid fears after one of his business ventures failed, Stubblefield barred all visitors to his farm and refused to let his wife or six children leave. Because all earnings went to support Stubblefield’s inventing projects, the family continually skirted starvation. Worried about his stability, Stubblefield’s stepmother held onto the title to his farm, which she left to his children. As soon as they reached adulthood, the children sold the farm and scattered. After his wife fled, Stubblefield spent the last decade of his life as an eccentric hermit. Few who knew him mourned his death in 1928, but the *New York Times* ran his obituary.

5

Which statement best explains the difference in the author’s intent in “Extreme Genius” from that of “A Call Answered Too Soon”?

- A** The author of “Extreme Genius” aims to garner sympathy for Stubblefield, while the poet aims to mock him.
- B** The author of “Extreme Genius” elicits reader anger toward Stubblefield, while the poet elicits reader sympathy.
- C** The author of “Extreme Genius” focuses on Stubblefield’s cruelty, and the poet exaggerates Stubblefield’s lack of creativity.
- D** The author of “Extreme Genius” portrays the darker side of Stubblefield’s personality, and the poet describes his efforts.

**6**

The poet describes Nathan Stubblefield as an aspiring “philanthropist” and a “genius farmer.” Based on the information in “Extreme Genius,” explain whether those terms accurately describe the inventor. Use examples from the poem and the passage in your explanation.

Rubric	
Score	Description
2	The student uses examples from the passage to explain why the terms used in the poem are accurate or inaccurate descriptions.
1	The student either discusses the portrait in the poem or the portrait in the passage, but does not connect them.
0	The student’s response is totally incorrect or irrelevant.

Annotated Student Response

SAMPLE 2-POINT RESPONSE

1. I do not believe Nathan Stubblefield was a "philanthropist" or a "genius farmer". A philanthropist is someone who tries to help people. While Stubblefield tried to bring the world a wireless phone, he completely ignored the needs of his family. In the passage it says: "he retired from people", "he earned only the wrath of his family," & "barred all visitors to his farm". That doesn't sound like a philanthropist at all. I don't believe he was a genius farmer either because the passage states "his family continually skirted starvation. If he was a decent farmer his family wouldn't be hungry."

ANNOTATION — 2-POINT RESPONSE

The student explains why the terms used in the poem do not accurately describe Nathan Stubblefield (*A philanthropist is someone who tries to help people...[but] he completely ignored the needs of his family.... I don't believe he was a genius farmer either*). The student supports this explanation with examples from the poem (*'he retired from people...he earned only the wrath of his family...barred all visitors to his farm.'* That doesn't sound like a philanthropist at all) and passage (*'his family continually skirted starvation. If he was a decent farmer his family wouldn't be hungry'*).

Annotated Student Response

SAMPLE 1-POINT RESPONSE

1. Nathan Stubblefield was a philanthropist, and a genius farmer. It states in the poem that he and his family ate the melons he grew and the others were donated. So he was a philanthropist because he had a non-profit organization. Nathan was a genius farmer, but he was a good inventor. In the poem it says how prosperous he is with melons but he was an inventor. Even though he was a genius farmer he liked inventing things.

ANNOTATION — 1-POINT RESPONSE

The student uses examples from the poem to explain why Nathan Stubblefield is a “philanthropist” (*his family ate the melons he grew and the others he donated. So he was a philanthropist because he has a non-profit organization*) and a “genius farmer” (*how prosperous he is with melons*). The student fails to connect these descriptions of Nathan Stubblefield in the poem with the description in the passage.

Annotated Student Response

SAMPLE 0-POINT RESPONSE

1. Those words describe him well.
Genius Farmer is a good term.

ANNOTATION — 0-POINT RESPONSE

The student's response is too vague to determine whether it is relevant (*Genius farmer is a good term*).



7

Making a comparison of the poem and the informational paragraph, explain how the life circumstances and personality of Nathan Stubblefield contributed to his misfortune. Use relevant details from both the poem and the passage to support your explanation.

Rubric	
Score	Description
4	The student makes a comparison between the poem and the paragraph and thoroughly explains how life circumstances and Nathan Stubblefield's personality contributed to his misfortune. Relevant details are used from both the poem and the paragraph to support the explanation.
3	The student makes a comparison between the poem and the paragraph and explains how life circumstances contribute to Nathan Stubblefield's misfortune. The response may mention Stubblefield's personality, but does not connect that to the circumstances and his misfortune. Some details from the poem and the paragraph are used to support the explanation.
2	The response focuses on either the poem or the paragraph and describes rather than explains Stubblefield's life circumstances and his personality. The contribution and impact these make on his eventual misfortune is not included. Few details from either the poem or the paragraph are used in the response.
1	The student describes Nathan Stubblefield using the poem to reiterate general descriptions only. The paragraph information is not included. OR The student reiterates details from the paragraph, but fails to make a connection to the poem.
0	The student's response is totally incorrect or irrelevant.

Annotated Student Response

SAMPLE 4-POINT RESPONSE

2. The poem and the informational paragraph are both about Nathan Stubblefield, but they have completely different angles. The poem is more focused on his brilliance at inventing and how he tried, but it was too early for success. The informational paragraph is mainly explaining his personality and events that have occurred in a negative way.

In the poem he is described as a "tinkerer at heart" in line one and it says "he knew a secret or two a better way of transporting sound" in lines 10 & 11. This is showing of the good character traits, such as cleverness, inventiveness, and brilliance. His failure is blamed on the time in history in lines 41 and 42 by saying "perhaps poor Nathan Stubblefield answered the call too soon."

In the informational paragraph, it talks about the negative side that you don't see in the poem. In fact, it starts out by saying "While Nathan Stubblefield is sometimes described as an unrecognized genius, the historical record paints a spottier portrait of the Murray, Kentucky native." It talks about the bad events like "haunted by paranoid fears after one of his business ventures failed, Stubblefield barred all visitors to his farm and refused to let his wife or six children leave (line 4). His wife and children left him and scattered. It also talks about his negative personality. It says people worried about his stability, he caused his family to "skirt starvation, and he lived the rest of his life as a "eccentric hermit."

ANNOTATION — 4-POINT RESPONSE

The student makes a comparison between the poem and the paragraph (*The poem is more focused on his brilliance at inventing.... The informational paragraph is mainly explaining his personality and events that have occurred in a negative way*) and thoroughly explains how life circumstances and Nathan Stubblefield's personality contributed to his misfortune. Relevant details are used to support the explanation from both the poem (*he is described as a 'tinkerer at hearts'.... 'he knew a secret or two a better way or transporting sound'.... good traits, such as cleverness, inventiveness, and brilliance. His failure is blamed on the time in history.... 'perhaps poor Nathan Stubblefield answered the call too soon*) and the paragraph (*the historical record paints a spottier portrait of [Stubblefield].... 'haunted by paranoid fears...barred all visitors to his farm and refused to let his wife or six children leave. His wife and children left him and scattered.... people worried about his stability, he caused his family to 'skirt starvation, and he lived the rest of his life as a 'eccentric hermit'*).

Annotated Student Response**SAMPLE 3-POINT RESPONSE**

2. He didn't save any money and would just spend his money on his inventions. He almost starved his family making them want to leave him and eventually they did. He wouldn't let anyone onto his farm and wouldn't let his family leave his farm. He had a great idea but he didn't carry it out very well and he was too early with his ideas. It's like teaching a baby algebra, they won't understand what it means so they will disregard it. Both the poem and the article talk about how much of a genius Nathan Stubblefield was. The poem says that he was a genius and was just too early but the article says that he didn't use his money in the way that he should have. He didn't support his family so in the end they didn't support him. The poem doesn't tell his whole life and it leaves out some important things.

ANNOTATION — 3-POINT RESPONSE

The student makes a comparison between the poem and the paragraph (*Both the poem and the article talk about how much of a genius Nathan Stubblefield was*). The student explains how life circumstances contribute to Nathan Stubblefield's misfortune using some details from both the poem (he was a genius and was just too early) and the paragraph (*He didn't save any money and would just spend his money on his inventions. He almost starved his family.... He wouldn't let anyone onto his farm. He had a great idea but didn't carry it out well*) but these details do not draw a connection between Stubblefield's personality and the circumstances and misfortunes of his life.

Annotated Student Response**SAMPLE 2-POINT RESPONSE**

2. Nathan Stubblefield was a very smart man, but his circumstances and personality got in his way of success. In the poem "A call Answered too soon" to me, it focused more on his life. His high and low points were both described. It explained "Neither woods nor mortar could stop his message," which means he wanted his inventions to be a success and would stop at nothing. This was a good and bad thing, because he was able to come up with the wireless telephone, but he obsessed and started pushing people away.

ANNOTATION — 2-POINT RESPONSE

The student focuses on the poem to describe Stubblefield's personality and life circumstances (*a very smart man, but his circumstances and personality got in his way of success*). Few details from the poem are used to support the description (*he wanted his inventions to be a success and would stop at nothing.... he was able to come up with the wireless phone, but he obsessed and started pushing people away*), but the student does not explain how Stubblefield's personality and life circumstances contribute to his eventual misfortune.

Annotated Student Response**SAMPLE 1-POINT RESPONSE**

2.

A Call answered too soonExtreme Genius

He didnt want his wife or six childs to leave and then after all that his six kids left but only one stayed and his wife left and he sold his farm now Stubblefield spent his life decaded like a hermit. Then he died in 1928, but the New York times ran his obituary.

ANNOTATION — 1-POINT RESPONSE

The student provides details from the paragraph that describe Nathan Stubblefield's life circumstances (*his six kids left...his wife left and he sold his farm...spent his life decaded like a hermit*) but fails to make a connection to the poem.

Annotated Student Response**SAMPLE 0-POINT RESPONSE**

2. They are technology the same because they take about the same stuff. The information text has more details but it gives the same details in the same

ANNOTATION — 0-POINT RESPONSE

The student's response is too vague to determine whether it is relevant (*they talk about the same stuff. The information text has more details but it gives the same details in the pome*).

Item Information

Question Number	Key	DOK*	KCAS Primary Standard**
1	B	2	RL.7.2
2	C	2	RL.7.3
3	A	1	L.7.5b
4	D	2	RL.7.4
5	D	2	RL.7.6
6	NA	2	RL.7.9
7	NA	3	RL.7.9

*DOK is the abbreviation for Depth of Knowledge. Please note that DOK is associated to the complexity level of an assessment item and is not aligned to the standard. Further information regarding DOK can be accessed on the Kentucky Department of Education Web site:
<http://education.ky.gov/curriculum/docs/Pages/Content-Specific-Core-Content-for-Assessment-DOK-Support-Materials.aspx>

**Further information regarding Common Core Standards can be accessed on the Common Core Web site:
<http://www.corestandards.org>

ACKNOWLEDGMENTS

“A Call Answered Too Soon” Photo Public Domain.



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